Appendix table 8-37.
Public assessment of the quality of science and mathematics education in the U.S., by selected characteristics: 1985–99 (selected years)

Characteristic	1985	1988	1990	1992	1995	1997	1999
				Percent			
All adults							
Strongly agree	14	18	24	24	21	23	21
Agree	49	50	48	51	48	45	42
Do not know	8	7	4	4	6	6	7
Disagree	27	23	22	19	22	22	26
Strongly disagree	2	2	2	2	3	4	4
Male							
Strongly agree	14	17	24	24	20	22	19
Agree	49	50	50	51	49	44	46
Do not know	7	7	3	3	5	6	6
Disagree	28	23	21	19	23	25	25
Strongly disagree	2	2	2	3	3	3	4
Female							
Strongly agree	14	18	24	24	21	24	23
Agree	49	49	46	50	48	45	38
Do not know	9	7	5	5	7	7	7
Disagree	26	24	22	19	21	20	28
Strongly disagree	2	2	3	2	3	4	4
Less than high school graduate							
Strongly agree	7	11	19	17	14	14	14
Agree	53	51	45	51	47	45	36
Do not know	11	14	9	5	13	10	12
Disagree	27	22	23	24	22	27	32
Strongly disagree	2	2	4	3	4	4	6
High school graduate							
Strongly agree	15	19	24	24	20	24	22
Agree	48	49	49	50	49	45	44
Do not know	7	5	3	4	5	6	5
Disagree	28	25	22	19	23	21	26
Strongly disagree	2	2	2	3	3	4	3
Baccalaureate and higher							
Strongly agree	22	24	30	29	28	29	27
Agree	45	50	48	53	48	44	44
Do not know	5	4	3	2	3	4	5
Disagree	25	20	16	15	19	20	21
Strongly disagree	3	2	3	1	2	3	3
Attentive public for science and technology[a]							
Strongly agree	20	26	36	31	32	33	32
Agree	53	48	46	49	42	37	36
Do not know	5	5	1	3	2	4	5
Disagree	20	20	15	14	21	21	19
Strongly disagree	2	1	2	4	3	5	7

See explanatory notes, if any, and SOURCE at end of table.

Appendix table 8-37.
Public assessment of the quality of science and mathematics education in the U.S., by selected characteristics: 1985–99 (selected years)

Characteristic	1985	1988	1990	1992	1995	1997	1999
				Sample size			
All adults	2,005	2,041	2,033	1,004	2,006	2,000	1,882
Male	950	958	964	486	953	930	900
Female	1,054	1,084	1,070	533	1,053	1,070	982
Less than high school graduate	507	530	495	215	418	420	403
High school graduate	1,147	1,158	1,202	623	1,196	1,188	1,111
Baccalaureate and higher	349	353	336	203	392	392	368
Attentive public to science and technology[a]	235	233	229	105	195	288	216

NOTE: Responses are to the following question: "The quality of science and mathematics education in American schools is inadequate. Do you strongly agree, agree, disagree, or strongly disagree?"

[a]To be classified as attentive to a given policy area, an individual must indicate that he or she is "very interested" in that issue area, report that he or she is "very well informed" about it, and be a regular reader of a daily newspaper or relevant national magazine. Citizens who report that they are "very interested" in an issue area, but who do not think that they are "very well informed" about it, are classified as the "interested public." All other individuals are classified as members of the "residual public" for that issue area. The attentive public for science and technology combines the attentive public for new scientific discoveries and the attentive public for new inventions and technologies. Any individual who is not attentive to either of those issues but who is a member of the interested public for at least one of those issues is classified as a member of the interested public for science and technology. All other individuals are classified as members of the residual public for science and technology.

SOURCES: National Science Foundation, Division of Science Resource Studies (NSF/SRS), *NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, 1999* (and earlier years). For a complete set of data from the survey, see J.D. Miller and L. Kimmel, *Public Attitudes Toward Science and Technology, 1979–1999, Integrated Codebook* (Chicago: International Center for the Advancement of Scientific Literacy, Chicago Academy of Sciences, 1999); and unpublished tabulations.

See page 8-32 in Volume 1.